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ABSTRACT

This resource booklet contains an operational appraisal instrument for use in evaluating the program effectiveness of secondary school guidance and counseling activities. It first presents criteria for exemplary guidance programs, which form the basis for the evaluation. Program areas appraised by this instrument include philosophy and objectives, guidance staff (professional, related professional, counselor-support, and clerical personnel), program (responsibilities, appraisal services, personal-social and educational-occupational information services, consultative and referral services, orientation and educational placement, counseling services, program development), facilities and provisions, and financial support. A scoring and weighing sheet is provided. Users obtain a quantitative measurement of a guidance and counseling program's strengths and identify areas in need of improvement. (The study that developed this document is reported in CE 024 197.) (YLB)

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THE APPRAISAL OF SCHOOL GUIDANCE AND COUNSELING SERVICES IN THE URBAN SCHOOLS

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CE 025 196

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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FOREWORD

Urban school guidance and counseling services, like any program which touches the lives of children daily, are constantly in need of change and reformation. These changes and modifications should be based on explicit and observable program components and comprehensively develop school objectives.

When programs and objectives are instituted, there must be some ordered way of appraising their relative success or failure. This handbook has been prepared to assist you in evaluating the extent to which your school guidance and counseling programs are achieving these objectives.

This document was prepared by Dr. Keith D. Barnes as a part of a year-long investigation while serving as a National Fellow in the Advanced Study Center of the National Center for Research in Vocational Education at the Ohio State University. Three additional publications were prepared by Dr. Barnes during his term as a National Fellow. They are:

- The State of Urban School Guidance and Counseling in the Major School Districts of America, The National Center for Research in Vocational Education, The Ohio State University, 1980.
- Assessing and Improving School Communication: A Handbook for Staff Development, The National Center for Research in Vocational Education, The Ohio State University, 1980.
- A Model for Urban School Career Counseling Services, The National Center for Research in Vocational Education, The Ohio State University, 1980.

Each of these publications has offered new insights into the planning, programming and execution of these school services. Considerable thought and effort has been incorporated in them. We strongly recommend them to educators who are giving serious thought to the upgrading and improvement of there school programs and services.

Robert E. Taylor
Executive Director
The National Center for
Research in Vocational
Education
The Ohio State University
1980

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_____ _____

School Date

Respondents

Names	Title
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

CRITERIA FOR EXEMPLARY GUIDANCE PROGRAMS

I. PHILOSOPHY AND OBJECTIVES

The school has a written philosophy and clearly stated educational objectives which are consistent with each other. Included in the overall philosophy and objectives are a guidance philosophy and guidance objectives.

II. STAFF

A. PROFESSIONAL

1. One person is designated in charge of the guidance program for the school. This person meets state requirements for professional guidance certification and has adequate experience at the level at which he or she is functioning.

2. Only personnel who hold guidance certification are employed as school counselors.

3. All school counselors are engaged in generally accepted guidance and counseling activities on a full-time basis.

4. The school district leadership provides an opportunity for the professional growth of guidance personnel.

5. Each member of the guidance staff assumes responsibility for his or her own professional growth.

6. The size of the guidance staff is such that it provides guidance and counseling services for all students.

B. RELATED PROFESSIONAL PERSONNEL

Counselors have access to related professional personnel for referral and consultation.

C. COUNSELOR - SUPPORT PERSONNEL

Counselor-support personnel are utilized to permit counselors to perform professional roles more effectively.

D. CLERICAL PERSONNEL

There is sufficient clerical staff to insure that counselors are devoting their time to generally accepted guidance activities.

III. PROGRAM

There is an organized, coordinated, full-services guidance and counseling program which includes;

A. RESPONSIBILITIES

Responsibilities of the guidance program are delegated to appropriate individuals.

B. APPRAISAL SERVICES

The appraisal services insure that sufficient information is available to aid students in making realistic decisions about themselves, relative to their educational, vocational, and personal-social goals.

C. INFORMATION SERVICES

The information services insure the availability of adequate educational, vocational, and personal-social information that facilitates decision-making for all students.

D. CONSULTATION AND REFERRAL SERVICES

The consultation and referral services insure that open lines of communication exist between the counselor and teachers, parents, administrators, referral sources, specialists, and other community agencies.

E. PLACEMENT SERVICES

The placement services insure that students are placed in the proper setting in order that they may derive maximum benefit from existing programs and career opportunities.

F. COUNSELING SERVICES

The counseling services insure that each student is given the opportunity to develop a meaningful interpersonal relationship with a counselor when the need

exists. Such relationships help students to clarify their perceptions and enable them to make appropriate decisions about themselves.

G. PROGRAM DEVELOPMENT

Program development insures a continuous, organized effort by all staff members to identify those areas of the educational program which most effectively meet the needs of all students. Program development also indicates those areas of program ineffectiveness which need modification in terms of changing individual and social needs.

IV. FACILITIES AND PROVISIONS

Provisions for the implementation of guidance services and facilities for the guidance and counseling program provide the physical environment and supplies which permit the program to function most effectively.

V. FINANCIAL SUPPORT

Financial allocations shall be such that an effective guidance program exists for all students.

DIRECTIONS FOR SCORING

1. Counselors are to respond to all items. Principals, teachers, and students respond only to items marked P.T. and S respectively.

2. Under the "Checklists of Observable Practices" section, put a check mark in the blank provided if the practice exists in the program.

3. In the "Evaluation" section, place the appropriate number in the blank provided.

4. Credit for items.

When more than one respondent is involved:

(a) Two respondents--no credit is given on yes-no items if one person responds negatively to the item--Where an item involves a rating scale and respondents differ on the scale value assigned, the low score becomes the rating for that item.

(b) Three or more respondents--credit is given on yes-no items only if 2 or more persons respond positively to that item. Where an item involves rating scale and respondents differ on the scale value assigned, the score that is used is either the highest scale value that 2 or more respondents assigned to the item or an average of all values when all assigned values differed.

5. To total each subsection, add the number of check marks in the "Checklist" section plus the total number tallied in the "Evaluation" section.

6. To establish a final point total for the evaluation, add each subsection. (See Page 40).

I. PHILOSOPHY AND OBJECTIVES OF THE GUIDANCE PROGRAM

A. PHILOSOPHY

Checklist of Observable Practices

_____ 1. P The guidance program is based on a written statement of philosophy.

_____ 2. P A written statement of the philosophy is available.

_____ 3. P The guidance philosophy is an integral part of as well as compatible with the total school philosophy of education.

_____ 4. P The philosophy is geared especially to the needs of the particular school population.

_____ 5. P The philosophy has been distributed to each member of the professional staff.

_____ 6. P The philosophy has been reviewed within the last two years.

_____ TOTAL CHECKMARKS

Evaluation

_____ 1. P How often is the philosophy reviewed?
3 - every 2-3 years.
2 - every 5 years.
1 - not since the original formulation.
0 - a written philosophy does not exist.

_____ 2. P Who participated in the forumulation of the philosophy?
3 - representatives of the administration, teachers, pupil personnel staff members, students, and parents.
2 - a committee composed or representatives of some of the above groups.
1 - one or two persons on the guidance staff and/or administration.
0 - a written philosophy does not exist.

_____ 3. P Who participates in the reviewing of the philosophy?
3 - representatives of the administration, teachers, pupil personnel staff members.
2 - a committee composed of representatives of some of the above groups.
1 - one or two persons on the guidance staff and/or administration.
0 - a written philosophy does not exist.

_____ TOTAL

_____ TOTAL FOR SUBSECTION A

B. OBJECTIVES

Checklist of Observable Practices

_____ 1. P The guidance program is based on written objectives.

_____ 2. P The objectives are stated specifically, in measurable terms.

_____ 3. P A written statement of the program objectives is available.

_____ 4. PT The objectives have been distributed to each member of the professional staff.

_____ 5. P Guidance objectives are compatible with the general objectives of the total school program objectives.

_____ 6. P Any special emphases in the objectives are based on demonstrated needs of the school, its students, and the community.

_____ 7. P There are enough objectives to comprehensively cover the guidance program.

_____ 8. P The objectives have been reviewed within the last two years.

_____ TOTAL CHECKMARKS

Evaluation

_____ 1. P How often are the objectives reviewed?
3 - every 2-3 years.
2 - every 5 years.
1 - not since the original formulation.
0 - written objectives do not exist.

_____ 2. P Who participated in the formulation of the objectives?
3 - representatives of the administration, teachers, pupil personnel staff, students, and parents.
2 - a committee composed of representatives of some of the above groups.
1 - one or two persons on the guidance staff and/or administration.
0 - written objectives do not exist.

_____ 3. P Who participates in the review of the objectives?
3 - representatives of the administration, teachers, pupil personnel staff, students, and parents.
2 - a committee composed of representatives of some of the above groups.
1 - one or two persons on the guidance staff and/or administration.
0 - written objectives do not exist.

_____ 4. P For which grade levels have appropriate objectives been developed?

3 - all grades contained in the school building.
2 - the general categories of the grades in the school building, such as early and intermediate elementary, junior and senior high, etc.
1 - one set of objectives for all grades.
0 - written objectives do not exist.

_____ TOTAL

_____ TOTAL FOR SUBSECTION B

_____ TOTAL FOR A

_____ TOTAL FOR B

_____ TOTAL FOR SECTION I

II. GUIDANCE STAFF

A. PROFESSIONAL

Checklist of Observable Practices

_____ 1. P There is a guidance or PPS director for the school system.

_____ 2. P One person is designated in charge of the guidance program for the school.

_____ 3. P Each counselor has had a practicum or an internship in his or her graduate training program.

_____ 4. P Each member of the guidance staff assumes the responsibility of his or her own professional growth by:

_____ . Being a member of at least one professional counselor organization. (e.g., local, state, or national counselor associations).

_____ . Attending at least one professional meeting each school year, other than those provided by the school.

_____ . Enrolling in at least one guidance or guidance-related graduate course at an accredited university every three years, or workshops, institutes, or job related experiences.

_____ TOTAL CHECKMARKS

Evaluation

_____ 1. How adequate are the academic preparations of the school counselor(s)?
3 - outstanding; at least two-thirds of the counselors have beyond minimum licensing requirements.
2 - good; all the counselors are certified.
1 - less than adequate; some (at least one) of the counselors are not certified as counselors in Ohio.
0 - unacceptable; more than one-third of the counselors are not certified as counselors in Ohio.

_____ 2. How adequate is the academic preparation of the guidance coordinator for the school?
3 - holds an Ohio guidance certificate.
0 - is not certified as a counselor in Ohio.

_____ 3. How adequate are the professional background experiences of the counselor(s)?
3 - a majority of the counselors have had some experience with students of the age and grade levels with which they are working.
2 - some of the counselors have had some experience with students of the age and grade levels with which they are working.
1 - none of the counselors have had experience with students of the age and grade level at which they are working, but they have had counseling experience at some level.
0 - none of the counselors have had any experience in counseling before this year.

_____ 4. P How satisfactory are the personal qualifications of the counselor(s)?
3 - the majority of the counselors have demonstrated the ability to identify with the problems and feelings of the students and others with whom they deal.
2 - some of the counselors have demonstrated their ability.
1 - few of the counselors have demonstrated this ability.
0 - none of the counselors have demonstrated the ability to identify with the feelings and problems of the students, and exhibit a rigid, moralistic attitude toward their students.

_____ 5. P How satisfactory are the personal qualifications of the guidance coordinator?
3 - is able to identify with the concerns of the counselors under his or her supervision.
2 - is able to deal effectively with the counseling staff in the above manner.
1 - is not able to deal with the counseling staff on a personal level, but seems to be trying to work toward this end.
0 - is not able to deal with the counseling staff and doesn't seem to care.

_____ 6. P How satisfactory are the qualifications of the guidance coordinator in the administration and direction of the guidance program?
3 - outstanding; is an innovator, and leads the staff in improving the program; represents the interests of the program to the school administrators.
2 - good; works very well with what is available; most requests are for added personnel rather than innovations in the program.
1 - less than acceptable; lets the program drift by itself, provides no leadership or representation of the program.
0 - there is no such person.

_____ TOTAL

_____ TOTAL FOR SUBSECTION A

B. RELATED PROFESSIONAL PERSONNEL

Checklist of Observable Practices

1. PT The following specialists are available to the school system:

_____ . Psychologist/psychometrist

_____ . Social worker

_____ . School nurse/physician

_____ . Attendance worker

2. PT The following community resources are available:

_____ . Rehabilitation service

_____ . Mental health clinic

_____ . Family services

_____ . Welfare agencies

_____ . Employment service

_____ . Religious organizations

_____ . Medical resources

_____ . Child guidance clinic

_____ . Psychiatric services

_____ . Drug resource centers (Halfway House, Rap House, Crisis Center, etc.)

_____ TOTAL CHECKMARKS

_____ TOTAL FOR SUBSECTION B

C. COUNSELOR-SUPPORT PERSONNEL

Checklist of Observable Practices

_____ 1. P Counselor-support personnel, paid counselor aides, or unpaid students (where utilized), work under the supervision of professional counselors.

_____ 2. P Counselor-support personnel are <u>not</u> responsible for counseling.

_____ 3. P Counselor-support personnel's access to non-confidential data about students is under direct supervision of professional personnel.

_____ 4. P Counselor-support personnel are given in-service training by professional counselors in the school periodically.

_____ TOTAL CHECKMARKS

Evaluation

_____ 1. P To what extent are counselor-support personnel utilized?
3 - they are used in most of the appropriate positions.
2 - they are used in some of the appropriate positions.
1 - they are used in few of the appropriate positions available.
0 - they are not used at all.

_____ 2. P To what extent are counselor-support personnel assigned duties consistent with specific preparation they have received?
3 - in all cases where they are utilized.
2 - in some cases where they are utilized.
1 - in few cases where they are utilized.
0 - in no case where they are utilized.

_____ 3. P How adequately are counselor-support personnel fulfilling their function?
3 - in most cases they are fulfilling the functions for which they are employed.
2 - in some cases they are fulfilling the functions for which they are employed.
1 - in few cases they are fulfilling the functions for which they are employed.
0 - in no case are they fulfilling the functions for which they are employed.

_____ 4. P To what extent does use of support personnel free counselors for their professional work activities?
3 - most of the counselors are now free for their professional work activities.
2 - some of the counselors are now free for their professional work activities.
1 - few of the counselors are now free for their professional work activities.
0 - the counselors are still not free for professional work activities.

_____ TOTAL

_____ TOTAL FOR SUBSECTION C

D. CLERICAL PERSONNEL

Checklist of Observable Practices

_____ 1. P A clerk/receptionist is provided for the routine work of the counselors on duty.

_____ 2. P At least one full-time secretary is provided for the counseling staff for confidential work; or if the counseling staff is small, a secretary shared with another specialist or administrator is available on a half-time basis.

_____ 3. P There is sufficient clerical staff in related departments so that the counselors do not spend time on non-counseling duties, such as computing class rank, counting lunch money, monitoring study halls, scoring quantities of tests, and the like.

_____ TOTAL CHECKMARKS

Evaluation

_____ 1. P To what extent do clerical personnel do the tasks described in number 3 above?
3 - clerical personnel do all of that type of work.
2 - clerical personnel do most of that type of work.
1 - clerical personnel and counselors share equally the responsibilities of those types of tasks.
0 - counselors do all or most of those types of tasks.

_____ TOTAL

_____ TOTAL FOR SUBSECTION D

_____ TOTAL FOR A

_____ TOTAL FOR B

_____ TOTAL FOR C

_____ TOTAL FOR D

_____ TOTAL FOR SECTION II

III. PROGRAM

A. RESPONSIBILITIES

Checklist of Observable Practices

_____ 1. PTS Guidance services function throughout all grade levels of the school and are available to all students.

_____ 2. PT Guidance staff meetings are held on a regular basis.

_____ 3. PT A guidance committee or other specific means is organized so that concerns and needs related to guidance can be effectively communicated among teachers, administrators, and counselors.

_____ 4. PT Each guidance service (e.g. student information, guidance information, guidance resources, and student placement) is assigned in whole or in part, to a professional guidance staff member for the program's development and coordination.

_____ 5. PT No counselor is under pressure from teachers, administrators, or parents to manipulate the decisions of students.

_____ 6. PTS Each counselor serves the school by being primarily concerned with welfare of <u>individual students</u>, even though this concern at times may be in conflict with the school organization.

_____ 7. PT All school counselors are engaged in guidance activities on a full-time basis.

_____ 8. PTS The school provides a program and develops an atmosphere which promotes equal educational opportunities for all students of various abilities and ethnic backgrounds in the school.

_____ 9. PTS Permission for use and transferring of individual student records is always obtained from parents and students.

_____ TOTAL CHECKMARKS

Evaluation

Counselors perform the following duties:

_____ 1. Judging, reprimanding, or controlling student behavior.
3 - not at all.
2 - to no greater extent than is expected of any other professional school staff member.
1 - occasionally, but has more responsibility than other staff members.
0 - regularly as an assigned duty.

_____ 2. PTS Performing administrative duties, such as excusing students to leave school for routine reasons (e.g., dentist appointment), making master schedules, assigning students to classes, etc.

3 - not at all.
2 - to no greater extent than is expected of any other professional school staff member.
1 - occasionally, but has more responsibility than other staff members.
0 - regularly as an assigned duty.

_____ 3. PTS Attendance or truancy checking.

3 - not at all.
2 - to no greater extent than is expected of any other professional school staff member.
1 - occasionally, but has more responsibility than other staff members.
0 - regularly as an assigned duty.

_____ TOTAL

_____ TOTAL FOR SUBSECTION A

B. APPRAISAL SERVICES

Checklist of Observable Practices

_____ 1. P The responsibility for the coordination of the testing program with the total school program has been specifically assigned to a counselor.

_____ 2. P A coordinator of the testing program in cooperation with the building administrator, organizes and coordinates:

_____ . The securing, distribution, scoring, and storing of test materials.

_____ . The planning of testing schedules, training of test examiners, orienting of staff and students, identifying of facilities, and doing other activities related to proper test administration.

_____ . The developing of test interpretation materials, procedures, and reports which make test results meaningful to students, parents, teachers, and administrators.

_____ 3. P Machine processing, when possible, is used to score all tests for which the service is available.

_____ 4. P A sequential program of guidance testing is provided (e.g. interest, attitude, achievement, and academic ability).

_____ 5. P Appropriate and updated test information is available at strategic decision points or levels (e.g., entrance to school).

_____ 6. P Appropriate tests are administered to individual students as need since the data arises based on counselor judgment.

_____ 7. P Procedures and techniques are used to assure that students are identified who:

_____ . Have special talents or abilities.

_____ . Have special learning needs.

_____ . Are not achieving in school according to expectations.

_____ . Are potential dropouts.

_____ . Seem to be making inappropriate education and occupational plans.

_____ . Have negative behavioral problems.

_____ . Have negative attitudes toward others and society.

_____ 8. P Vocational aptitude and interest inventories are administered depending upon the organization of group guidance instruction and the vocational education curriculum.

_____ 9. P School ability tests are administered approximately at the same time as the achievement tests, and have norms comparable to the achievement tests.

_____ 10. P Achievement test batteries are administered which have been judged to measure adequately the school's curriculum objectives and which are a part of a longitudinal program of achievement testing throughout the school system.

_____ 11. P Student test data are reported in types of scores which will facilitate accurate interpretation of the student's performance.

_____ 12. P Expectancy tables are developed to describe potential student performances in high school, college subjects, and career choices.

_____ 13. PS Student evaluation information is given only to the student, his or her parents, those working professionally with the student, and those for whom approval is given by the student and/or parent.

_____ 14. PTS Provisions are made for students to participate in state and national testing programs which facilitate the accomplishment of guidance objectives (e.g., ACT, SAT).

_____ TOTAL CHECKMARKS

Evaluation

_____ 1. How extensive is the scholastic progress and test information?
3 - results of all tests administered and most recent grades are available for each student.
2 - one of the above types of information is up-to-date, but the other is usually missing or late.
1 - some information is available, but unusually spotty and not up-to-date.
0 - no such information is usually available.

_____ 2. P How well is the right of privacy of students and the professional interpretation of information guarded?
3 - strictly; information is kept in an area inaccessible to students and others, or in a locked file.
2 - protection provided is usually adequate.
1 - provisions for protection are lax.
0 - no effort is made to protect this information.

_____ 3. T Achievement tests are administered on a regular basis:
3 - every three grades (or more often).
2 - every four grades.
1 - once while the child attends this school.
0 - not at anytime while the child attends this school.

_____ TOTAL

_____ TOTAL FOR SUBSECTION B

C. INFORMATION SERVICES

Personal-Social Information

Checklist of Observable Practices

_____ 1. T The counselor provides information on students for case conferences and/or consultation with teachers.

2. The guidance record includes current data of the following types:

_____ . Personal identification data.

_____ . Family information.

_____ . Health and physical growth.

_____ . Academic record.

_____ . Standardized test results.

_____ . Accomplishments.

_____ . Educational and occupational aptitudes and plans.

_____ . Record of parental interviews and home visitations.

_____ . Records of subsequent entry to other educational institutions.

_____ . Curriculum or pattern of courses selected; record of changes with reasons for changes.

_____ . Special talents and interests.

_____ . Participation in student activity programs.

_____ . Employment placement service information.

_____ 3. S Books and pamphlets dealing with personality growth and development, family relationships, boy-girl relationships, and other materials designed to help adolescents understand themselves and their associations with others are available to the students.

_____ 4. PT There is coordination among counselors (and administrators) in determining the information to be collected, recorded, and disposed of at succeeding educational levels.

_____ 5. T Interviews by school counselors are used to verify information gained by other means.

_____ 6. The information for students' personal folders is carefully selected for its significance and recorded by professionally competent persons to insure accuracy and confidentiality.

_____ 7. Professional staff members periodically sift and access information about students to keep it up-to-date and valid.

_____ TOTAL CHECKMARKS

Educational-Occupational Information

Checklist of Observable Practices

1. The following is readily available:

_____ Information regarding evening or part-time school opportunities, correspondence courses, and other guides to home studies.

_____ Current catalogs of all schools (business colleges, nurses training schools, trade schools, evening schools, etc.) and universities.

_____ List of agencies and persons in the local community who are willing and able to give individual students accurate occupational and training information.

_____ Military services information materials.

_____ Current information about scholarships, loans, and other financial assistance to students.

_____ 2. S Educational and occupational information is used by students.

_____ 3. T Teachers are assisted in relating educational and occupational implications of their subject-matter field.

_____ 4. T A unit within at least one subject-matter field is offered to assist students in educational and career planning.

5. Educational and occupational information is disseminated through:

_____ . Assemblies.

_____ . Homeroom.

_____ . College night (or day) conferences.

_____ . Field trips.

_____ 6. Posters, charts, exhibits, and other means are employed to present current guidance materials in an attractive manner.

7. S Assistance is offered and utilized by students in determining alternatives, and/or in applying for admission to:

_____ . Colleges and universities.

_____ . Business and trade schools.

_____ . Vocational-technical schools.

_____ . Apprenticeship, on-the-job training.

_____ . Armed forces.

_____ 8. S Opportunities are provided for students, individuals, and/or groups to discuss post-high school education with representatives from:

_____ . Colleges and universities.

_____ . Business and trade schools.

_____ . Business and/or unions offering apprenticeship or on-the-job training.

_____ . Armed forces.

_____ . Former high school students.

_____ . Workers in various positions.

_____ 9. Educational-career education information is located in a guidance area or counselor's office and the school library.

_____ 10. The school library assists in securing and disseminating guidance information materials.

_____ 11. An organized filing system is used to categorize vocational and c eer information.

_____ 12. S Films, slides, filmstrips, tapes, transparencies, posters, and other materials are available for group presentations to students, parents, and staff.

_____ 13. The guidance office is on the mailing list of various publishers (e.g., State Employment Office, commercial publishers, etc.).

_____ 14. S Bulletins or newsletters are periodically distributed to students and parents concerning activities or events in guidance.

_____ 15. P Career information which is pertinent to the present and immediate future local job market is collected regularly.

_____ TOTAL CHECKMARKS

Evaluation

_____ 1. TS In what grades is there curricular provision for a realistic presentation of the world of work?
3 - in all grades.
2 - in 3 grades.
1 - in 2 grades.
0 - in 1 or none of the grades.

_____ 2. How accessible and well-organized are guidance informational resources to students and others?
3 - easily accessible and well-organized.
2 - easily accessible, but not very well-organized.
1 - not easily accessible.
0 - non-existent.

_____ 3. S The school's collection of these resources is:
3 - complete.
2 - adequate.
1 - minimal.
0 - non-existent. For example:

_____ A. Employment information.

_____ B. Business, trade, and vocational school catalogues.

_____ C. College guides (such as Lovejoy's).

_____ D. Vocational and/or skill training course description.

_____ E. College admissions data.

_____ F. Scholarship information and application.

_____ G. Financial aids information.

_____ H. Subscriptions to important journals and guidance materials.

_____ I. System-wide course description information.

_____ TOTAL

_____ TOTAL FOR SUBSECTION C

D. CONSULTATIVE AND REFERRAL SERVICES

Checklist of Observable Practices

1. T Counselors and teachers cooperate in:

_____ . Securing information concerning students.

_____ . Securing the cooperation of the home.

_____ . Participating in group case conferences concerning individual students.

2. T Classroom teachers participate in the guidance program by:

_____ . Identifying students with special talents or learning difficulties.

_____ . Acquainting students with personal values and availability of guidance services.

_____ . Identifying and making appropriate referrals of students needing guidance/ counseling services or other referral resources.

_____ . Utilizing materials available from the guidance offices information service.

_____ . Contributing appropriate information to the cumulative guidance folder (if it exists).

_____ . Seeking help from counselors in their study of and attempts to help students.

_____ . Cooperating with counselors in planning and carrying out mutually agreed upon student recommendations.

3. T Each counselor:

_____ . Reports back to every teacher who makes a student referral.

_____ . Aids each teacher to understand and utilize the services of the guidance program.

_____ . Furnishes teachers with information about students characteristics and needs, both systematically and in response to special needs.

_____ 4. Parents are invited and are given specific opportunities after school to have individual and group conferences with a counselor.

_____ 5. Parents are assisted in understanding the opportunities available to their children through individual or group conferences.

_____ 6. Parents are assisted in understanding and utilizing the services of the guidance program.

_____ 7. The counselor(s) has spoken before one or more groups of parents concerning guidance in the past year.

_____ 8. P Guidance services are coordinated with similar services in schools previously attended.

_____ 9. P The guidance staff interprets to the building administration information on group profiles from test results, follow-up studies, and other student information.

_____ 10. A written list has been prepared of school staff members who have special skills and who may be utilized to help students with particular guidance needs.

_____ 11. Only the school psychologist/psychometrist interprets psychological reports to teachers, counselor, and parents.

_____ 12. P Written school policies state conditions and procedures for referring students to counselors or to other related professional personnel.

_____ 13. Guidance staff members make use of related professional personnel when appropriate, as evidenced by the type and appropriateness and number of referrals from counselors.

_____ 14. P Procedures have been established for the transmission of reports from non-school agencies and individuals to whom students have been referred.

_____ TOTAL CHECKMARKS

Evaluation

_____ 1. How adequate are the provisions for securing the services of referral consultants and specialists?
3 - excellent (formal procedures exist for securing services).
2 - good (informal procedures exist).
1 - less than adequate.
0 - non-existent.

_____ 2. P How well do counselors and referral consultants understand their mutual responsibilities and relationships?
3 - good interpersonal relationships exist facilitating team effectiveness.
2 - the team functions as a team, but needs improvement.
1 - a team barely exists, with members usually going their own way.
0 - no team exists.

_____ 3. P How adequate are the follow-up contacts with specialists?
3 - the specialist(s) and counselor almost always see the case through.
2 - the specialist(s) and counselor sometimes see the case through.
1 - the specialist(s) and counselor rarely see the case through.
0 - the specialist(s) and counselor never see the case through.

_____ 4. PT To what extent do school counselors serve as referral sources for other pupil personnel specialists?
3 - frequently (as often as the need arises).
2 - occasionally (not as often as the need arises).
1 - rarely (only in extreme cases).
0 - never.

_____ 5. PT How well do teachers and counselors cooperate in appropriate phases of the guidance services?
3 - work cooperatively whenever possible.
2 - willing to work cooperatively, but need some direction.
1 - cooperate reluctantly; resist working together.
0 - no attempt made at cooperation.

_____ 6. P To what extent have the services of out-of-school organizations and specialists been enlisted in activities related to the guidance program?
3 - frequently (as often as the need arises).
2 - occasionally (not as often as the need arises).
1 - rarely (only in extreme cases).
0 - never.

Rate Items 7 - 10 as follows:

3 - often
2 - sometimes
1 - rarely
0 - never

_____ 7. T Teachers seek the counselor's assistance with guidance and counseling in-service training needs.

_____ 8. PT Teachers are generally cooperative in working with the counselor on a student's problem.

_____ 9. PTS There are evidence of attempts to create and maintain a good emotional climate in the classroom.

_____ 10. PTS Teachers learn about the backgrounds of students and attempt to relate students' backgrounds and values to their instructional interaction.

_____ 11. T In the past school year, counselor-teacher conferences have:
3 - increased.
2 - remained at about the same level as the previous year.
1 - decreased, but still occur.
0 - stopped completely.

_____ 12. T In the past school year, counselor-parent conferences have:
3 - increased.
2 - remained at about the same level as the previous year.
1 - decreased, but still occur.
0 - stopped completely.

_____ TOTAL

_____ TOTAL FOR SUBSECTION D

E. PLACEMENT SERVICES

Checklist of Observable Practices

JOB PLACEMENT

_____ 1. T Counselors have a formal program of job placement as a basic part of their program.

_____ 2. S Some graduates are assisted in their efforts to find entry-level employment.

_____ 3. S School leavers are assisted in their efforts at finding a job.

_____ TOTAL CHECKMARKS

Evaluation

The following community resources are utilized:
3 - frequently (as often as the need arises).
2 - occasionally (not as often as the need arises).
1 - rarely (only in extreme cases).
0 - never.

_____ 1. College and university resources.

_____ 2. U. S. employment service.

_____ 3. State employment service.

_____ 4. Vocational education.

_____ 5. Business and industry.

_____ 6. Professional societies.

_____ 7. Labor organizations.

_____ 8. Newspapers.

_____ 9. Armed Forces representatives.

_____ 10. State Department of Public Instruction resources.

_____ TOTAL

Checklist of Observable Practices

ORIENTATION AND EDUCATIONAL PLACEMENT

_____ 1. PT A counselor meets and arranges for the orientation of the new incoming students who transfer from other schools during the year and at the beginning of the year.

_____ 2. PTS Each new student and new teacher is given specific orientation concerning the availability of, and procedures for, utilizing guidance services.

_____ 3. P Students from sending schools come to your school prior to enrollment for a "get acquainted" visit.

_____ 4. Personnel from your school visit the sending schools to talk about opportunities and procedures in the higher school.

_____ 5. Student handbooks or leaflets of information about your school are distributed to new students.

_____ 6. TS Small group meetings are provided for teachers and/or upper-classmen to talk to new students and to provide for question and answer periods.

_____ 7. Orientation includes a tour of the school physical plant.

_____ 8. S Provisions are made on an organized basis to help new students throughout the school year become acquainted with practices and facilities of your school.

_____ 9. S Activities are provided to acquaint parents with the problems related to each transition.

_____ 10. School staff members are involved in each orientation and articulation program.

_____ 11. S Students are directly involved in determining the orientation problems and needs of students.

_____ 12. S Counselors:

_____ . Facilitate modification of students' programs (schedule changes).

_____ . Assist students in securing extra-curricular education.

_____ . Assist graduates in obtaining suitable additional education or training.

_____ . Use scholarships and work-study information to encourage disadvantaged youth with college potential.

_____ . Recommend changes in program placement of students to facilitate better adjustment within the school.

_____ . Provide information to colleges, trade schools, etc., for individuals or groups of students.

_____ . Assist students in planning to visit post-high school educational institutions.

_____ 13. P Cooperative relations have been established with the admissions offices of colleges and other post-high school educational institutions.

_____ 14. P A guidance staff member has the responsibility for developing and coordinating the student placement service (both program and job placement).

_____ 15. P Written records are kept of each transaction which the school performs in processing student applications for jobs.

_____ 16. S Procedures have been established to assist students to enroll in the courses of their choice (electives).

_____ 17. PS Procedures have been established for assessing any conditions which might prohibit students from entering the courses and student activities of their choice (scheduling conflicts).

_____ 18. PS Students are given placement assistance in extra-curricular activities and organizations.

_____ 19. PS Grouping and other curricular placements of students are flexible enough to allow for changes and adjustments when desirable (re-locating students in other classes and/or courses of study).

_____ TOTAL CHECKMARKS

Evaluation

_____ 1. S How many new students have been given complete orientation services?
3 - all of the incoming students.
2 - over half of the incoming students.
1 - less than half of the incoming students.
0 - none of the incoming students.

_____ 2. S How adequate are the educational program placement services?
3 - all students who need and have requested aid in educational placement and information have been served (class scheduling).
2 - most (at least 2/3) of the above students have been served.
1 - some of the above students have been served.
0 - very few of the above students have been served.

_____ 3. PS How adequate are the employment placement services?
3 - all students who have requested aid have been served.
2 - most of the students have been served.
1 - some of the students have been served.
0 - very few of the above students have been served.

_____ 4. P How well are the school's placement services coordinated with those of other agencies?
3 - outside agencies and the school cooperate and coordinate as often as the opportunity presents itself.
2 - cooperation and coordination have begun, but needs leadership and direction.
1 - there seems to be little desire for cooperation on the part of the outside agencies, and the school has not taken steps to encourage it.

0 - there seems to be little or no desire on the part of the school to establish cooperation with outside agencies.

_____ TOTAL

_____ TOTAL FOR SUBSECTION E

F. COUNSELING SERVICES

Checklist of Observable Practices

_____ 1. S Counseling sessions are private and are not interrupted by persons or events outside the counseling relationship.

_____ 2. P Any student intending to drop out of school has at least one counseling session with a counselor before withdrawal procedures are started.

_____ 3. S Individual and/or group counseling is provided for those students who need assistance in academic and/or personal-social areas.

_____ 4. P Those guidance objectives which can be attained most effectively and efficiently through group guidance instruction have been identified.

_____ 5. P Group guidance activities are provided at various times for various grade levels during the year when specific guidance objectives can best be accomplished with specific groups of students.

_____ 6. A variety of techniques are used in group counseling activities (e.g., role playing, debates, career games, test interpretation, panels, field trips, etc.).

_____ 7. S Counseling services are flexible enough to handle emergency situations requiring the immediate attention of a counselor.

_____ 8. S Counseling services are not limited tc disciplinary or critical problem situations.

_____ 9. S Counseling and small-group processes:

_____ · Complement each other, neither displacing the other.

_____ . Are available to students during the school day and at other designated times.

_____ . Are scheduled and protected from encroachments by non-guidance functions.

_____ 10. S A student is able, when necessary, to meet with a counselor on the same day that a request is made.

_____ 11. T A counselor initiates counseling sessions for those students identified from the student information service or other sources as having need for counseling assistance.

12. PTS The counselor:

_____ . Prepares for scheduled interviews by studying student data pertinent to the counselee and/or counseling problem.

_____ . Recognizes problems which are beyond his or her counseling skill or can be handled more effectively by others, and refers such problems to the appropriate person or agency.

_____ . Accepts students as they reveal themselves without expressing values on the students' remarks.

_____ . Has as one of the goals of counseling assisting students in becoming increasingly self-reliant.

_____ . Handles confidential information in a professional manner.

_____ . Makes provision for follow-up and assistance when desirable for each student counseled.

_____ 13. In counseling, individual differences and environmental variations are recognized as basic factors.

_____ 14. S In counseling, the students are assisted in carrying out the decisions they have made.

_____ 15. S In counseling, the student's voluntary acceptance of the counseling relationship is regarded as essential.

_____ 16. S Each student in the school has an opportunity for at least one unhurried interview with his or her counselor each year.

_____ 17. PT Efforts are made to involve all parents in the guidance process.

_____ 18. P Scheduled after school office hours are maintained for the convenience of out-of-school youth and working parents.

_____ 19. PT Interview may be either counselor-initiated, student-initiated, teacher-initiated, or parent-initiated.

_____ 20. S Although assisting in decision making, the counselor places full responsibility for decisions on the students and/or their parents.

_____ 21. TS Individual and group counseling is an essential element of the guidance program.

_____ TOTAL CHECKMARKS

Evaluation

_____ 1. P At which grade levels is group counseling provided?
3 - all grade levels.
2 - over ½ of the grades.
1 - less than ½ of the grades.
0 - one or none of the grades.

_____ TOTAL

_____ TOTAL FOR SUBSECTION F

G. PROGRAM DEVELOPMENT

Checklist of Observable Practices

_____ 1. Follow-up information of school graduates and drop-outs is continuous.

_____ 2. Information about students is accumulated and studied by school counselors to assess changes in the community and the student population.

_____ 3. A study of the "holding power" of the school has been made in the last two years.

_____ 4. An analysis of the progress of handicapped students in and out of school is prepared regularly.

_____ 5. S In-school students are provided the opportunity to participate in follow-up studies.

6. PT In-service education is provided to teachers and administrators in the areas of:

_____ . Guidance-objectives -- program design.

_____ . Case conference/parent-teacher conferences.

_____ . Test use and interpretation.

_____ 7. PT A plan for evaluation of guidance services has been developed by the professional guidance workers in cooperation with teachers and administrators.

_____ 8. The research plan calls for both descriptive studies of a longitudinal, continuing nature, and experimental studies of shorter duration.

_____ 9. The degree to which the guidance program accomplished its objectives is regularly assessed by guidance personnel.

_____ 10. Reaction to the guidance services is periodically obtained by submitting questionnaires to:

_____ . Students

_____ . Staff members

_____ . Parents

_____ 11. PT A report of guidance program progress, needs, and future plans is regularly made to administration, staff, community, and/or the Board of Education.

12. PT The guidance services:

_____ . Secure information from all school-leavers (drop-outs and graduates) concerning their opinions of the strengths and weaknesses of the school's programs.

_____ . Secure information from school-leavers concerning strengths and weaknesses of the guidance services.

13. P If follow-up studies have been made, check below as appropriate to indicate how follow-up information has been used by the school:

_____ . To gain information and make appropriate changes in curriculum and school organizations.

_____ . To acquaint community and staff with information on those who leave school.

_____ . To identify drop-outs who may need further help.

_____ . To gain information on adequacy of guidance, and counseling service.

_____ 14. New courses or units in courses have been added to serve groups whose special needs have been identified by the counselors.

_____ 15. Special, organized efforts have been made within the past year to determine new or changing educational needs of students.

_____ 16. Methods of instruction have been modified in accordance with the characteristics of students enrolled as revealed by the guidance services.

_____ 17. Certain courses have been eliminated in the light of their unadaptability to the needs of the students enrolled or to the community as revealed by counselor studies.

18. Since guidance services have been functioning, there is documented data evidencing a:

_____ . Decrease in proportion of drop-outs from school.

_____ . General improvement in attendance of the school population.

_____ . Decreasing proportion of scholastic failures.

_____ 19. The school provides and encourages the opportunity for the professional growth of guidance personnel by providing one external workshop a year concerning recent developments, trends, and research findings in guidance, which <u>all</u> counselors attend.

_____ TOTAL CHECKMARKS

Evaluation

_____ 1. To what extent are research and evaluation activities used in the improvement of the educational program? (curriculum)
3 - findings are used to lead the way to needed and indicated changes; changes are frequently implemented because of findings.
2 - changes are sometimes implemented because of research findings.
1 - changes are rarely implemented because of research findings.
0 - changes are never implemented because of research findings or research does not exist.

_____ 2. To what extent are research and evaluation activities used in the improvement of the guidance program?
3 - changes are frequently implemented because of research and evaluation.
2 - changes are sometimes implemented because of research and evaluation.
1 - changes are rarely implemented because of research and evaluation.
0 - changes are never implemented because of research and evaluation.

_____ 3. How completely does the school use the sources and means available to it in gathering information about its students?
3 - taps all available sources, in and out of school.

2 - taps all convenient sources, and makes some effort for others.
1 - taps all convenient, in-school sources, but no others.
0 - no research is conducted.

_____ 4. To what extent is a systematic program of evaluation of guidance services in effect?
3 - a systematic program of evaluation of guidance services exists, and is conducted at the close of each school year.
2 - a systematic program exists, and is conducted every two or three years.
1 - some effort of evaluation is made every few years, but it is not planned or organized.
0 - no effort is made at evaluation of the guidance services.

_____ 5. How adequate is the design for evaluation of the program of guidance services?
3 - excellent.
2 - adequate.
1 - inadequate, but in existence.
0 - non-existent.

_____ 6. How adequate are the plans for continuing development and improvement of the research and development program?
3 - excellent.
2 - adequate.
1 - inadequate, but in existence.
0 - non-existent.

_____ 7. To what extent are results of research and evaluation studies being distributed?
3 - to school personnel, administrators, community members and agencies, community leaders (e.g., board of education, etc.) and students.
2 - to all school related persons mentioned above, but to very few persons and/or agencies outside the school.
1 - to very few persons in or outside the school.
0 - results are not distributed -- they are only given out on request.

_____ TOTAL

_____ TOTAL FOR SUBSECTION G

_____ TOTAL FOR A

_____ TOTAL FOR B

_____ TOTAL FOR C

_____ TOTAL FOR D

_____ TOTAL FOR E

_____ TOTAL FOR F

_____ TOTAL FOR G

_____ TOTAL FOR SECTION III

IV. FACILITIES AND PROVISIONS

A. FACILITIES

Checklist of Observable Practices

_____ 1. A counseling office with visual and auditory privacy is provided each counselor on the staff.

2. A guidance room is attached to the counseling offices and contains:

_____ . Shelves for informational materials which can be used by students.

_____ . Space for secretary or student receptionist.

_____ . Telephone which controls incoming calls to counselors.

_____ . Bulletin board.

_____ . Seating area for students.

_____ 3. A room with assured privacy is available for conducting group guidance activities and conferences.

_____ 4. Facilities are available for testing students under good test administration conditions.

_____ 5. Each counselor's office has a telephone for intra-school and out-of-town calls.

_____ 6. The furnishings of the guidance area are functional and attractive.

_____ 7. Guidance facilities are separate from the administrative offices.

_____ 8. The guidance area is readily accessible to students, and near the main flow of student traffic.

_____ 9. The guidance area is readily accessible from a main entrance for the benefit of parents and out-of-school visitors.

_____ 10. The guidance records of all the students are kept in or near the guidance office and are easily accessible to the counselors.

_____ 11. Storage facilities are adequate and conveniently located.

_____ 12. The total space assigned to guidance services is adequate to carry on the planned guidance services.

_____ 13. A locked file is provided for confidential information.

_____ 14. A tape recorder is available to the counselor.

_____ 15. Audio-visual aid equipment is available for use in group guidance instruction.

_____ 16. A stop watch is available for use in test administration.

_____ 17. Guidance and counseling forms are provided for easy and accurate recording of data and sources of information.

_____ 18. The daily schedule card of each pupil is on file in the office and a copy is provided wherever needed.

_____ TOTAL CHECKMARKS FOR SUBSECTION A

B. PROVISIONS

_____ 1. P Unauthorized persons are not permitted access to counselors' confidential records.

_____ 2. Adequate safeguards are established to insure the security, permanence, and privacy of guidance forms and records.

_____ 3. The school policy provides a comprehensive record system meeting adequate standards of compactness, usability, and clerical economy.

_____ 4. The school policy provides an adequate budget for testing materials for the guidance services.

_____ 5. The school policy provides an adequate budget for the accession of published, visual, and audio materials for the vocational and career development phases of guidance services.

_____ 6. The building principal organizes a flexible time schedule which allows for the scheduling of group guidance instruction as an integral part of the regular school program at various times during the school year.

_____ 7. S The building principal utilizes mass-communication media and parent-teacher groups to announce guidance program activities.

_____ 8. Provisions are made for the employment of counselors prior to and following the normal school year (extended time).

_____ 9. The curriculum provides opportunities for students to carry out the feasible decisions which they have made as a result of their contact with the guidance program.

_____ 10. There is a written statement of the role and function of the guidance staff, approved by the superintendent.

_____ 11. There is a written statement of the policies and procedures for the operation of the guidance program approved by the principal.

12. T The administrators of the school and the school system support the guidance program:

_____ . By providing an adequate budget.

_____ . By allocating to the guidance program a supporting staff that will promote optimum conduct of all the guidance services.

_____ . By providing leadership in enlisting the support and cooperation of the local board of control, parents, community youth-serving agencies, business, industry, and government.

_____ . The principal and each counselor periodically meet together to review the counselor's past performance and to plan future guidance activities.

_____ . The central office director of guidance initiates and organizes procedures for developing policies and regulations for the operation of the guidance program.

_____ . By providing job descriptions which define the responsibilities and duties of the guidance staff.

_____ . By providing guidance in-service education activities which assist school staff members to participate in achieving guidance objectives.

_____ TOTAL CHECKMARKS

Evaluation

_____ 1. How often do all counselors in the building meet as a group?
3 - regularly.
2 - when called for by staff member(s).
1 - seldom.
0 - never.

_____ 2. The guidance committee is composed of:
3 - a representative of the counseling, teaching, and administrative staff.
2 - two counselors and one representative from teaching or administration.
1 - counselors alone.
0 - non-existent.

_____ 3. P How adequately do each of the counselors support the specific objectives of the guidance program?

3 - at least two-thirds of the counselors evidence support of the general objectives of the guidance programs by means of specific written objectives of their own, or specific practices of their own.
2 - about one-half of the counselors evidence support by the same means.
1 - few of the counselors evidence support by these means.
0 - no support for the guidance objectives is evident.

_____ 4. T How well has the administration provided for a comprehensive compilation of records?
3 - very well; has organized and delegated the responsibility of collecting and compiling data on each student to various competent individuals.
2 - good; sees that the information is collected, but the persons using it must organize what they need.
1 - less than adequate; information collected on each student is not uniform or complete for all.
0 - unacceptable; information on each student is not collected until it is needed, and then is collected and compiled by the person needing it.

_____ 5. How well has the administration provided for facilitating the organizational needs of the guidance program?
3 - professional and support personnel have been provided when needed; sufficient clerical help is provided for all undertakings of the guidance program.
2 - the administration has tried to provide the needed personnel to the staff, but has not always been successful.
1 - the administration rarely concerns itself with the guidance program, except when there is a crisis situation.
0 - the guidance program is left to drift by itself.

_____ TOTAL

_____ TOTAL FOR SUBSECTION B

_____ TOTAL FOR A

_____ TOTAL FOR B

_____ TOTAL FOR IV.

V. FINANCIAL SUPPORT

Checklist of Observable Practices

_____ 1. There are funds available each school year for the specific purpose of maintaining a guidance program.

_____ TOTAL CHECKMARKS

Evaluation

_____ 1. To what extent do the funds available provide a full-service guidance program, including supplies and informational materials?
3 - funds available provide adequately for all the above.
2 - funds available provide for most of the above.
1 - funds available provide for very little of the guidance program.
0 - there are no funds set aside specifically for guidance.

_____ 2. P To what extent has the administration tapped all funds which might be available for a guidance program?
3 - all resources have been tried.
2 - most resources have been tried.
1 - not very many resources have been tried.
0 - the administration has made no efforts in support of the guidance program.

_____ TOTAL

_____ TOTAL FOR V

Scoring and Weighing

School _____ Date _____

Section	Total Possible Score	Exemplary Score	Sub-standard Score	Score
I. Philosophy and Objectives				
A. Philosophy	15	13	10	____
B. Objectives	20	17	13	____
Subtotal	35	30	23	____
II. Staff				
A. Professional	24	21	18	____
B. Related Professional	43	36	27	____
C. Counselor-Support	16	12	7	____
D. Clerical	6	5	4	____
Subtotal	89	74	56	____
III. Program				
A. Responsibilities	18	16	12	____
B. Appraisal Services	31	28	25	____
C. Information Services	88	77	63	____
D. Consultation and Referral Services	60	55	43	____
E. Placement Services	70	61	47	____
F. Counseling Services	31	28	25	____
G. Program Development	47	40	23	____
Subtotal	345	305	238	____
IV. Facilities and Provisions				
A. Facilities	22	20	18	____
B. Provisions	33	30	26	____
Subtotal	55	50	44	____
V. Financial Support				
Subtotal	7	5	4	____
TOTAL	531	464	365	____